VARIANCES TO STANDARDS APPLICATION
March 3, 2014

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

- First semester implementation; March 3, 2014
- Second semester implementation; July 7, 2014

COUNTY: Yellowstone County

DISTRICT: Laurel Public Schools

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S): Laurel Middle School

1. **Is this an initial application (2 years) or a Renewal application (3 years)?**
   This is a renewal application.

2. **Is this for first semester implementation or second semester implementation?**
   This variance will be implemented in the fall semester of the 2014-2015 school year; therefore, the application is for 1st semester.

3. **Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.**
   The variance is being requested for 10.55.709 Library Media Services, K-12.
   (1) The library shall be housed in a central location, and each school shall have a full-time or part-time licensed school library media specialist with a K-12 library media endorsement at the following ratio:
   (c) 1.5 FTE for schools with 501-1000 students
   At Laurel Middle School, we serve 610 students, and we currently have one full time librarian.

4. **Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.**

Minutes from the January 27th, 2014 Board Work Session are attached.

5. **Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.**
Minutes from the February 10th, 2014 regular Board Meeting are attached.

6. **Describe the variance requested.**
We serve 610 students at Laurel Middle School, and we currently have one full time librarian. Accreditation Standard 10.55.709 requires an additional half time librarian. We have implemented a variance since the fall of 2012, which we believe allows us to provide exceptional library services through the use of a half time technology integration specialist, a half time aide, and student teacher assistants in the library.The variance exceeds previous library services in a variety of ways. We currently deliver far more direct instruction in the library to develop research skills among students than we were able to prior to the variance. The library and library staff are used in an exceptionally collaborative manner by the entire school. We will increase reading appreciation by using a multi-media, multi-faceted approach facilitated by the technology integration specialist.

7. **Provide a brief statement of the mission and goals of this proposed variance.**
Laurel Middle School Library Mission Statement: "To enable every person to become information literate, a life-long learner, and gain an appreciation for leisure reading. Students and staff will be able to recognize when information is needed; they will gain the ability to locate, utilize, credit sources, and evaluate the information they have gathered in an ethical and digitally responsible manner."

The Library Mission Statement was developed in alignment with the overall mission of the Laurel Public School District.
Laurel Public Schools Mission Statement: The Laurel School District is dedicated to the individual development of each student every day, without exception.

Laurel Public Schools Goal Statements:
1. Quality/Dynamic Instruction
2. Knowledge-Based/Data-Driven Decisions
3. Accountability/Effective Leadership
4. Community/District Relations
5. Engaging, Safe, Tolerant Learning Environment

8. **List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).**
We plan to continue with the our previously improved variance in the following ways:

1. Laurel Middle School has a collaborative team that meets monthly and oversees the implementation of the Library Variance. This team also makes recommendations to improve the

Library Media program. The team consists of a variety of stakeholders, including, but not limited to, the technology integration specialist, the librarian, at least two teachers, a counselor, and the principal. We will require English and Reading teachers to participate on the collaborative team. Staff is invited to attend this meeting on a monthly basis using the calendar feature of Microsoft Outlook. This meeting is intended to promote collaboration between the Library staff and content area teachers and discuss implementation, services offered, and to monitor services provided.

2. Laurel Middle School employs one full-time librarian, one half-time technology integration specialist, and one half-time library aide. The librarian and technology integration specialist work in conjunction with all teachers to obtain the information literacy/library media standards and technology standards through direct instruction and guided instruction of all students in the building. The library utilizes the aide and student assistants throughout the day to assist with daily library needs including checking books in/out, cataloguing library resources, book repair, and additional duties as needed.

3. The collaborative team maintains a calendar documenting lab usage and instructional objectives related to usage. Teachers reserve the library using the online calendar.

4. The library webpage is updated by library staff to accurately reflect current services offered and promote library usage among students and families for both educational assistance and reading appreciation.

5. Research skills will be taught to all students based on the adopted Big6 model for research. This will provide an introduction to information literacy/library media standards 1, 2, 3, and 4. Grade level teachers will schedule this in conjunction with the librarian throughout the school year. The technology integration specialist and librarian guide students through the Big6 process including task definition (LM Standard 1), information seeking strategies, location and access, use of information (LM Standards 2 and 4 and Technology Standard 1 and 3), synthesis, and evaluation (LM Standard 3).

6. The technology integration specialist and librarian are available to collaborate with teachers to conduct research projects.

7. The technology integration specialist and librarian collaborate with teachers on a regular basis to train students, assist with research projects, pull supporting material to assist with lessons, and provide information related to library resources (LM Standard 2 and T Standard 1).

8. Ten computers in the library are designated as a Research Center. This is an open lab that students can access anytime during the school day and gain assistance from the technology integration specialist and librarian (LM Standards 1, 2, 3, 4 and T Standards 1 and 2).

9. The technology integration specialist imports Lexile scores pulled from MAP assessment data into the Alexandria library system. All students complete the MAP assessment to obtain their reading Lexile. Lexiles are used by teachers and students to guide student selections for required and leisure reading (LM Standard 5).

10. Alexandria is loaded onto an additional computer to increase the availability of self-checkout for students. This allows students more access to the library (LM Standard 5 and T Standard 4).

11. A bulletin board is posted in the library with a featured book updated on a bi-weekly basis. Featured books are of different genres. This is intended to draw students into the library and promote reading appreciation (LM Standard 5 and T Standard 2 and 3).

12. Book talks are conducted by the librarian and/or student assistants to promote leisure reading (LM Standard 5).

13. The annual book fair will continue to be held by the librarian in the fall and spring to promote reading among families (LM Standard 5).

14. Accelerated Reader will continue to be a component of reading classes and will be promoted through collaboration of the reading teachers and librarian (LM Standard 5).

15. Career study will be implemented in a variety of ways including the LMS news and using internet resources. The Montana Career Information System is delivered to all students in grades 6, 7, and 8 (LM Standard 5, Career and Vocational Technology Education Standard 1, Workplace Competencies Standard 6.)

16. Technology instruction is delivered in Computer Science courses at the basic, intermediate, and advanced level to address all Technology Standards. Technology instruction is delivered to all students at the 5th grade level. Basic Computer Science is a required course delivered to all 6th grade students. Intermediate and Advanced courses are offered as electives in 7th and 8th grade.

17. The district curriculum director facilitates K-12 meetings with librarians and technology integration specialists twice per year to review data and align curriculum.

We seek to improve upon our variance if renewal is granted in the following ways:

1. The collaborative team will work with our English/Language Arts teachers to evaluate the use of Accelerated Reader and reshape the program structure at Laurel Middle School. Our goal is that AR be used to promote a positive reading culture as there is room for improvement in this area.

2. The librarian will continue to explore ways to increase reading appreciation. Strategies may include scavenger hunts, March Madness, and Battle of the Books to promote interest in reading at LMS.

3. The librarian will continue the process of identifying books by lexile range. This will assist students in checking out books that are at the appropriate reading level.

4. The librarian will implement a collection development procedure that meets the expectations of ARM 10.55.1801, Part C 1-6.

5. The librarian will pursue collaboration with the Laurel Public Library through sharing of resources and the provision of extra resources through, for example, the Montana Homework Help tutoring services, e-book services, etc.

9. **What data or evidence will be gathered to document progress toward meeting the measurable objectives?**
FORMATIVE:

- The Library and Research Center usage documentation will be used to measure the number of hours each department works in collaboration with the librarian and technology integration specialist each quarter.
- Book check outs will be tracked on a quarterly basis to determine if library usage for reading appreciation has increased.
- Lexile levels will be monitored by classroom teachers to track individual student progress and growth relating to reading appreciation.

SUMMATIVE:

- An annual review of the state mandated test results for reading will be used as an evaluative measure for reading proficiency.
- The MAP assessment will continue to be used to progress monitor individual student growth and will show a reduction in students scoring below the fortieth percentile and thus reduce the number of students enrolled in reading intervention classes.
- A report documenting classroom usage of the library and research center through calendars, direct classroom instruction by the librarian and/or technology integration specialist with an excel spreadsheet linking which information literacy/library media and technology standards are being addressed by grade level, and monthly meeting minutes from the collaborative team will be compiled at the conclusion of 1st semester and at the close of the school year. This will ensure that we are achieving our desired outcomes.

10. **In what way does this variance to standard meet the specific needs of the students in your school(s)?**

This variance meets the needs of our students because it allows them more access to technology and additional guided support from the technology integration specialist. This enables students to be well prepared to access and use technology in a safe and responsible manner. With the implementation of the ELA component of the Common Core standards, we are better able to meet the emphasis on research skills and support research writing across the curriculum.

11. **Variance to Standard: Outline how and why the proposed variance would be:**

a. **Workable. (Sufficient district resources are available for the success of the variance.)**

There are sufficient district resources available to continue to implement this variance; we currently employ one full time librarian, a half time technology integration specialist, and a half time aide dedicated to the library. We will simply continue staffing the library in this manner.

b. **Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)**

As shown through the data and evidence section of the renewal application, the variance has worked well in supporting student learning outcomes in our school.

c. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.**

We are better able to deliver a Library/Media Program in accordance with 10.55.1801 through implementation of this variance. The library has truly become a flexibly scheduled, multi-purpose media center for students and staff. The collaborative team that meets monthly has increased our ability to incorporate Library Media and Technology standards into the content area. Through use of the Big 6 Reasearch Model, we consistently teach students how to access reliable information and utilize proper citations in an ethically responsible manner. Our librarian makes a concerted effort to keep our library balanced, current, and culturally representative. The library is a valuable resource for teachers in implementing Indian Edcuation for All. The physical changes in the media center have made it multi-faceted in use accommodating self-checkout and leisure reading, independent research, use of resources, and classroom instruction. A Promethean board has been added to further improve the instructional space.

This year, we improved upon the use of student helpers in the library by scheduling them in semester long blocks as teachers assistants. The library currently utilizes three scheduled teachers assistants each day. In our previous variance, we made it a priority to streamline library reservations and ensure that the library was being used in purposeful ways. We accomplished this by having teachers link their purpose in the library to standards. Library use has increased from weekly checkout with reading teachers, to a variety of teachers accessing and using the media center. Upon teacher request, print materials are pulled and delivered to classrooms for all curriculum areas including elective teachers.

The library webpage continues to reflect available services and new book selections that are added to the library collection on an ongoing basis. The collection has been greatly expanded and improved this year. The addition of 10 computers as a research center has increased student access to technology including before school, at lunch, after school, and even on Saturdays. This access is supervised and support is always available.

There has been a notable increase in students inquiring about their lexile scores, what they mean, and how they should be used. Students preview their lexile scores during the self-checkout process; they are then able to check out books that are aligned with their lexile levels. Students and staff look forward to featured book talk videos that are on our Laurel Middle School news bi-weekly. The featured book often becomes a sought after item, and our teachers assistants enjoy creating the newsworthy videos.

Many positive changes have been made in the Laurel Middle School media center. If this variance request is granted, we have additional plans for future improvements.

12. **Designed to meet the content standards for this area of the curriculum (only applies to those standards which also have related curriculum content standards).**
    Although our request for a variance is not specifically related to curriculum content standards, our team did consider how our variance would impact our ability to deliver the content standards. We

chose to include standard alignment in items 7-19 on question #8 above to clarify how delivery and implementation of the variance would exceed our previous ability to deliver the curriculum content standards.

> **RENEWAL APPLICATION ONLY:** Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.

Mail your signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Board Chair Name: _Kery Kallem_

Board Chair Signature: _Kr Kall_____ Date: _2/14/2014_

Superintendent Name: _Tim Brook_____

Superintendent Signature: _Tim Brand_____ Date _2-14-14_

OPI USE ONLY

Superintendent of Public Instruction: _____ Date_____

_____Approve _____Disapprove

Board of Public Education Chair _____ *Sharon Carroll* _ Date 5/9/14

✓ Approve _____Disapprove

Evidence and Supporting Data

The following section includes evidence and supporting data to demonstrate that the standard that was implemented following our previous request is meeting the needs of our students and staff at Laurel Middle School.

The first section is summative data that gives an overview of the effect of implementation of the previously granted variance. The second section following the number tabs provides evidence of how the standard is being implemented at Laurel Middle School. The numbered tabs correspond to the numbered items 1-17 on question #8 of the variance application.
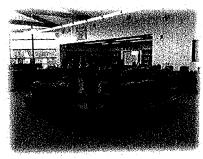
The physical changes in the media center have made it multi-faceted in use accommodating self-checkout and leisure reading, independent research, use of resources, and classroom instruction. A Promethean board has been added to further improve the instructional space.

Couches have been added (a donation from RAD and NJHS) for students and staff to utilize throughout the day. The Nonfiction area and the classroom are located to the right of the circulation desk as one enters the media center.

The Research Center (10 computers) is located to the right of the couches.

The non-fiction material is located to the left of the circulation desk as one enters the media center. Student self-check-out is located on the circulation desk.
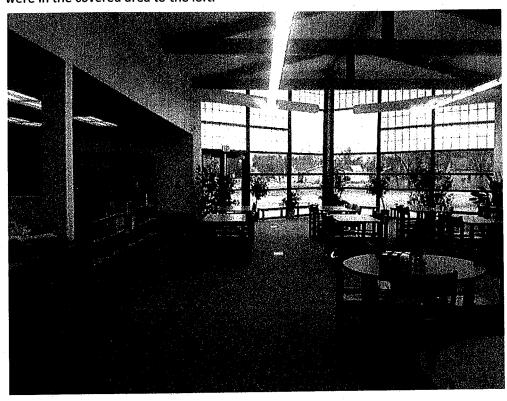
The study and/or homework areas are located by windows and within the fiction area of the library.
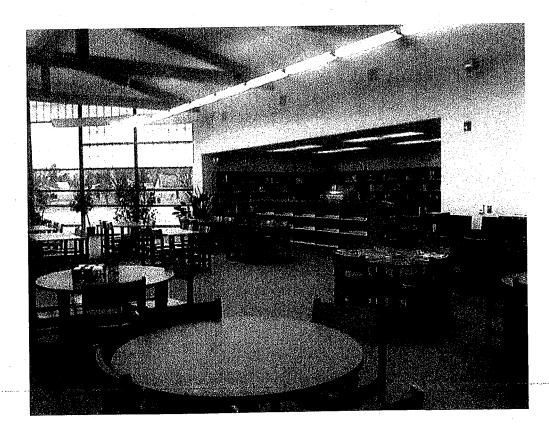
Library Prior to Move – Picture 1

The center of library with circulation desk on the left side can be seen in this picture. Nonfiction books were in the covered area to the left.

Library Prior to Move – Picture 2

All fiction was located on the right side of library. A few computer towers can be seen in this picture.
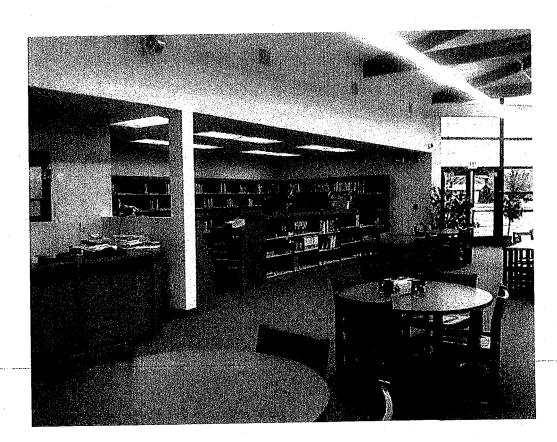
Library Prior to Move – Picture 3
View of windows
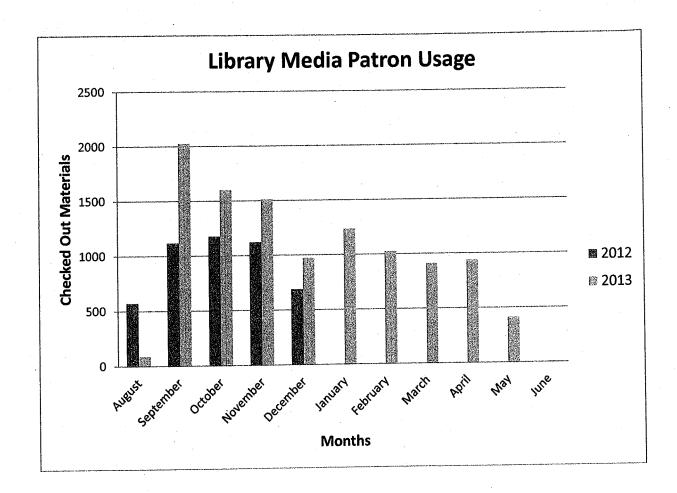
Library Prior to Move – Picture 4
Another view of nonfiction section with bit of circulation desk showing.
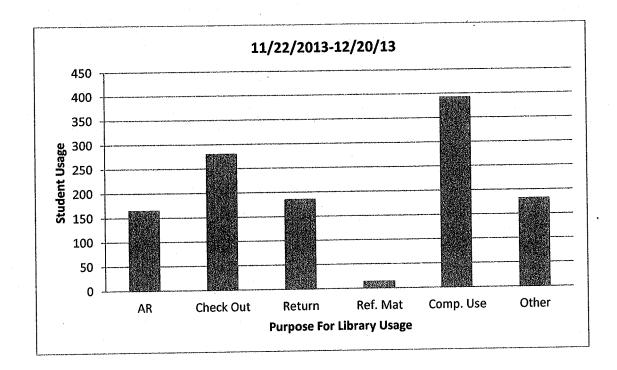
Supporting Data

Book check outs will be tracked on a quarterly basis to determine if library usage for reading appreciation has increased.

Library Media Patron Usage

Bar chart titled "Library Media Patron Usage" showing Checked Out Materials (y-axis, 0 to 2500) by Months (x-axis: August through June) comparing 2012 and 2013.

Supporting Data

We incorporated a new pass system to better document use and purpose for use of the library space.

11/22/2013-12/20/13

AR: Accelerated Reader Testing
Check-out: Students utilize library for self-checkout
Return: Students return materials that they have checked out
Ref. Mat: Reference Material usage (non-print resources)
Comp Use: Computer Research Center usage
Other: Students utilize the library for other usages, such as student support, recess reading, Test reading, ICU usage during lunches, etc.

Supporting Data

A report documenting classroom usage of the library and research center through calendars, direct classroom instruction by the librarian and/or technology integration specialist with an excel spreadsheet linking which information lit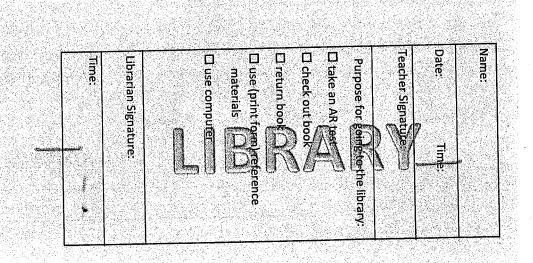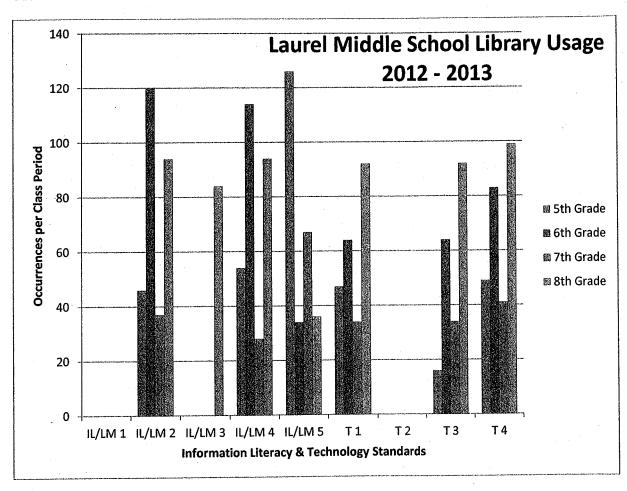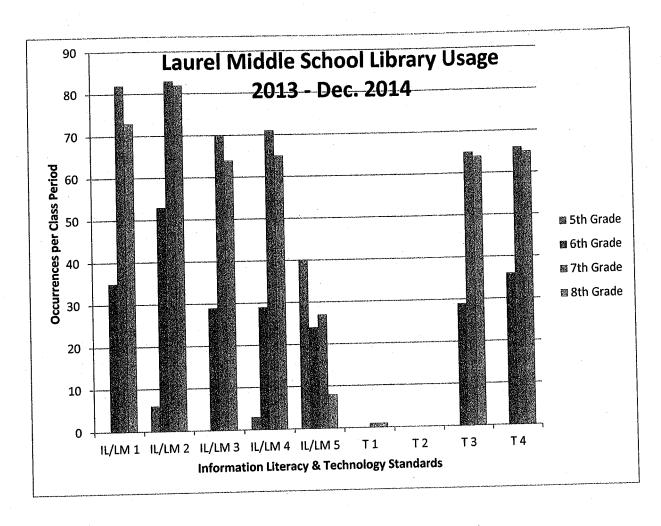eracy/library media and technology standards are being addressed by grade level, and monthly meeting minutes from the collaborative team will be compiled at the conclusion of 1st semester and at the close of the school year. This will ensure that we are achieving our desired outcomes.

Laurel Middle School Library Usage 2012 - 2013

Y-axis: Occurrences per Class Period (0 to 140)
X-axis: Information Literacy & Technology Standards (IL/LM 1, IL/LM 2, IL/LM 3, IL/LM 4, IL/LM 5, T 1, T 2, T 3, T 4)
Legend: 5th Grade, 6th Grade, 7th Grade, 8th Grade

IL/LM 1. Students identify the task and determine the resources needed.
IL/LM 2. Students locate sources, use information, and present findings.
IL/LM 3. Students evaluate their product and learning process.
IL/LM 4. Students use information safely, ethically, and legally.
IL/LM 5. Students pursue personal interests through literature and other creative expressions.
T 1. Students must use digital tools and resources for problem solving and decision making.
T 2. Students must collaborate and communicate globally in a digital environment.
T 3. Students must apply digital tools and skills with creativity and innovation to express themselves, construct knowledge, and develop products and processes.
T 4. Students must possess a functional understanding of technology concepts and operations.

Laurel Middle School Library Usage 2013 - Dec. 2014

X-axis: Information Literacy & Technology Standards (IL/LM 1, IL/LM 2, IL/LM 3, IL/LM 4, IL/LM 5, T 1, T 2, T 3, T 4)

Y-axis: Occurrences per Class Period

Legend: 5th Grade, 6th Grade, 7th Grade, 8th Grade

IL/LM 1. Students identify the task and determine the resources needed.
IL/LM 2. Students locate sources, use information, and present findings.
IL/LM 3. Students evaluate their product and learning process.
IL/LM 4. Students use information safely, ethically, and legally.
IL/LM 5. Students pursue personal interests through literature and other creative expressions.
T 1. Students must use digital tools and resources for problem solving and decision making.
T 2. Students must collaborate and communicate globally in a digital environment.
T 3. Students must apply digital tools and skills with creativity and innovation to express themselves, construct knowledge, and develop products and processes.
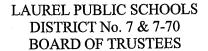T 4. Students must possess a functional understanding of technology concepts and operations.

LAUREL PUBLIC SCHOOLS
DISTRICT No. 7 & 7-70
BOARD OF TRUSTEES

Meeting Packet

Work Session

January 27, 2014
6:00 PM

LAUREL PUBLIC SCHOOLS
DISTRICT No. 7 & 7-70
BOARD OF TRUSTEES

Work Session Minutes

Meeting Minutes

Administration Building
410 Colorado Ave
Laurel MT

Monday, January 27, 2014 6:00 PM

1. Call to Order

A work session of the Board of Trustees was called to order by Chairman Ken Kallemat 6:02 pm.
Trustees in attendance: Doug LeBrun, Emilee Atkinson, Dale Ahrens and Kathy Herr.
Administrators in attendance include Supt. Tim Bronk and Business Manager Donnie McVee.

2. Opt-In vs Opt-Out Practice

The Policy Committee is looking for direction from the board as a whole as to how to deal with the issue of an opt-in vs. opt-out policy for curriculum topics of a sensitive nature.Following the last committee meeting the administrative staff developed a proposed procedure to Policy #2335 Instruction - Health Enhancement that would improve communication with parents rather than establish an opt-in procedure. After hearing comments and concernsfrom school nursing staff, parents, teachers, administrators and the general public, mostly supporting the current practice of opt-out, it was decided that the proposed procedure provides increased communication and sufficient notification to parents to make informed choices regarding sex ed instruction. The procedure will be placed in student handbooks that are approved by the board each fall.

Chairman Kallem called for a break at 7:21 pm. The meeting resumed at 7:26 pm.

3. Public Survey Questions

A draft of the public survery that will be issued to all district residents was reviewed. The survey consists of 5 areas including Academic Excellence, Bullying, Facilities, Safety and Technology. The format is open ended questions. The surveys will be disseminated via student report cards, the district website and the community ed newsletter. The deadline for responding is February 7. A couple of suggested changes included: adding a cover letter, providing a space for additional comments, asking for volunteers to serve on committees, an option for signing the survey and methods of returning the completed survey. The surveyis tobe sent out this week.
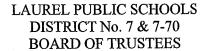
4. MS & HS Variance to Standard 10.55.709 Library Media Services

The renewal applications for both Middle School and High School Variances to Standard 10.55.709 Library Media Services were presented for informational purposes. Formal board action will be taken on the applications at the February 10 regular board meeting. The variance does not mean we are not meeting the standard requiring 1.5librarians in each library only addressing the issue in a different way. The current process has been used for the past 2 years andis working well and the renewal will extend the variance for an additional 3 years. No concerns were noted and the issue will move on for formal adoption.

5. Adjourn

Chairman Kallem adjourned the meeting at 7:46 pm.

Chairman District Clerk

LAUREL PUBLIC SCHOOLS
DISTRICT No. 7 & 7-70
BOARD OF TRUSTEES

Regular Board Meeting

Administration Building
410 Colorado Ave
Laurel MT

Monday, February 10, 2014 6:00 PM

1. Call to Order

1. Pledge to Flag
2. Welcome

2. Public Comment

Montana law requires school districts and other public agencies to include on the agenda for public meetings an item allowing public comment on any public matter not otherwise specifically listed on the agenda that is within the jurisdiction of the agency. As has also been the practice of the District, and in accordance with Montana law, if any member desires to speak to an item that is specifically listed/identified on the agenda, you will be allowed to do so when the item comes up for discussion and action. The public comment portion of the agenda is not the time designated to hear items that are specifically listed/identified on the agenda.

For those individuals who desire to address the Board during the "public comment" portion of the meeting, If you haven't already done so, please sign your name to the sheet located at the back of the room and Indicate the general topic on which you will be commenting. The Board Chairman will call individuals to speak in the order listed on the sheet provided. The Board would like to remind everyone in attendance that to avoid violations of individual rights of privacy, a member of the public wishing to address the Board during this time will not be allowed to make comments about any student, staff member or member of the general public during his/her designated time to speak. In addition, the Board will not hear comments on contested cases or other adjudicative proceedings.

Depending on the number of persons who wish to address the Board, The Board Chairman may place reasonable time limits on comments in order to maintain and ensure effective and efficient operation of the Board.

By law, the District cannot take any action on any matter discussed during the "public comment" portion of the meeting until such time as the matter is specifically noticed on the agenda and the public has been allowed the opportunity to comment.

3. Discussion

4. Items for Information

a. Correspondence
Correspondence re Proposed Subdivision.pdf
Correspondence - New MQEC Executive Director.pdf
ExxonMobil Educational Alliance Grant.pdf

b. Committee Reports
Committee_notes_Administrative_dec2013.pdf
committee_notes_technology010914.pdf

Committee_notes_Administrative jan2014.pdf
Committee_notes_insurance_jan142014.pdf
committee_notes_policy_review Jan162014.pdf
Committee_notes_facilities_jan222014.pdf

c. Department Reports

Dept Report - Activities feb2014.pdf
Dept Report - Community Ed.pdf
Dept Report - Nurse jan2014 Crane.pdf
Dept Report - Nurse jan2014 Ready.pdf
Dept Report - Tech Elementary.pdf
Dept Report - Tech LMS.pdf
Dept Report - Tech HS feb2014
Dept Report - Tech Pine Cove

d. Principal's Report

Principal Feb Report - West.pdf
Principal Feb Report - Graff.pdf
Principal Feb Report - LMS.pdf
Principal Feb Report - HS.pdf
Principal - HS Safety Committee .pdf

e. Curriculum and Assessments Director's Report

Reading Mastery Presentation

Curriculum Director Report feb2014.pdf
Curriculum 2.pdf
Curriculum 3.pdf
Curriculum 4.pdf

f. Superintendent's Report

Superintendent Report 02-10-14.pdf
Employee Resignations

5. Items for Action

a. Selection of Insurance Consultant

Recommendation - Insurance Consultant

b. FCCLA Membership

FACS organization - Haley Kovanda

Recommendation - FCCLA.pdf

c. 2014-15 Yellowstone / West Carbon County Cooperative Agreement

Recommendation - 2014-2015 YWCC SpEd Co-op Agreement.pdf

d. Second Review of Proposed Policy Changes

i. Policy 7320 - Purchasing
Recommendation _ Policy 7320_2nd reading.pdf
7320-Purchasing.pdf

ii. Policy 7500 - Property Records
Recommendation _ Policy 7500_2nd reading.pdf
7500-Property Records.pdf

e. First Review of Proposed Policy Changes

i. Policy 5270 - Food Service Meals
Recommendation _ Policy 5270_1st reading.pdf
Policy 5270 - Food Service Meals.pdf

ii. Policy 3121P - Enrollment & Attendance Records
Recommendation _ Policy 3121P_1st reading.pdf
3121P-Enrollment and Attendance Procedures.pdf

iii. Policy 3123 - Attendance Policy
Recommendation _ Policy 3123_1st reading.pdf
3123-Attendance Policy Procedure-Truancy.pdf

iv. Policiy 3415, 3415P, 3415F - Management of Sports Related Concussions
Recommendation _ Policy 3415-3415P-3415F_1st reading.pdf
3415-Management of Sports Related Concussions.pdf
3415P-Management of Sports Related Concussions.pdf
3415F-StudentAthlete Parent Legal Custodian Concussion Statement.pdf

f. MS & HS Variance to Standard 10.55.709 Library Media Services
Library Variance Application-Middle School
Library Variance Application - High School
HS Library Data

6. Consent Agenda

a. Minutes
Board Meeting Minutes January 13, 2014
Work Session Minutes January 27, 2014

b. Warrant Registers
Claim Warrants 62618-62732
Jan Payroll Warrants89818-89925 and Direct Deposits.pdf

c. Personnel Hiring

As recommended by the Superintendent, subject to and conditioned upon the receipt of the results of a crinimal background check, which must be satisfactory to the Board in all respects.

Recommendation - Payroll Clerk Maggie Lowell.pdf
Recommendation LTS HS Math - Bob Ouren.pdf
Recommendation -FFA Advisor Rob Newton.pdf
Recommendation - Substitutes

7. Adjourn

_____

Board Chairman

_____

District Clerk

Supporting Evidence for Item #1

Laurel Middle School has a collaborative team that meets monthly and oversees the implementation of the Library Variance. This team also makes recommendations to improve the Library Media program. The team consists of a variety of stakeholders, including, but not limited to, the technology integration specialist, the librarian, at least two teachers, a counselor, and the principal. We will require English and Reading teachers to participate on the collaborative team. Staff is invited to attend this meeting on a monthly basis using the calendar feature of Microsoft Outlook. This meeting is intended to promote collaboration between the Library staff and content area teachers and discuss implementation, services offered, and to monitor services provided.

Meeting Dates:

February 4, 2013

March 19, 2013

April 16, 2013

October 7, 2013

November 12, 2013

December 16, 2013

Sample Meeting Minutes:

Library Meeting
October 7, 2013

Attendees: Coul Hill, Denise Boettcher, Wendy Strauch

- Reviewed timeline of alternate standard and touched upon various topics within it
    - Book Fair - move to Parent Teacher Conference time; teachers agreed that would be a good time as they didn't like it at the start of the year either
- Accelerated Reader
    - 8th grade has this as part of a required grade; 20 pts per quarter for reg ed class, 25 for advanced
    - not sure what others grades are doing with it; need to find out
- Book Talks
    - Val will do these in the library with various reading groups of students; 8th grade especially likes this idea
- Career Study Unit
    - listed in the requirements of the alternate standard but no one knows if it is being done or not; Jacee was not in attendance to ask
- Library Calendar
    - Denise was aware of it; Coul was not
    - suggestion to send information to all teachers via email about it

- Public Library integration with website and book sharing
- Blog
    - Coul suggested using a more interactive blog than what the website can offer; visit with Val about getting this up and running
    - Coul would have his students use for book summaries/postings of books with no AR test
- Big 6
    - Concensus was if Val would teach it in the reading/English classes, then Denise would follow up with its use in her class research projects
    - We need to find out if other grade levels would do this as well.
- Survey needs to be developed for teachers regarding our library
    - Possible questions
        - What works/doesn't work for the current method of book checkout?
        - How does the method for reserving the library work for teachers? Easy or not?
        - Handling of late fines
        - What is the primary purpose of coming down to the library? computer use? book checkout?
        - Does our current book selection meet teacher / student needs?
            - Ex: What could the library offer a math class?
        - How much is infotrac used? Does anyone use it?
- At next meeting - discuss the results of the survey

Laurel Middle School employs one full-time librarian, one half-time technology integration specialist, and one half-time library aide. The librarian and technology integration specialist work in conjunction with all teachers to obtain the information literacy/library media standards and technology standards through direct instruction and guided instruction of all students in the building. The library utilizes the aide and student assistants throughout the day to assist with daily library needs including checking books in/out, cataloguing library resources, book repair, and additional duties as needed.

1. This is the current aide schedule reflecting half time aide support in the library.

Period	Room #	ADV	1	2	3	4	5	6	7	8	9
LMS M,T,Th, F		8:10-8:30	8:34-9:14	9:18-9:58	10:02-10:42	10:46-11:26	11:30-12:15	12:19-1:04	1:08-1:48	1:52-2:32	2:36-3:20
LMS Weds		~	8:10-8:47	8:51-9:28	9:32-10:09	10:13-10:50	11:35-12:20	12:24-1:09	1:13-1:49	10:54-11:31	1:53-2:30
Branstetter	201	7	Vanderloos	Vanderloos	Inc-McGrath	Inc-Mich.	Inc-Hill	Duty	Lunch	Vanderloos	Olivas
Ralston	203	6	Stone	Stone	Stone	Stone	Duty	Duty	Lunch	Stone	Stone
Hendrix	~	~	~	Alternative	Alternative	Alternative	Alternative	Duty	Lunch	Alternative	Alternative
Menosky	220	7	Stone	Stone	Stone	Stone	Duty	Duty	Lunch	Stone	Stone
Kessler	300	7	Alternative	Library	Library	Lunch	Duty	Duty	Inc-Striefel	Library	Library
Denny	~	8	Meccage	Meccage	Alternative	Lunch	Duty	Duty	Alternative	~	~
Simonich	117	6	Douglas	Douglas	Douglas	Lunch	Duty	Duty	Douglas	Douglas	Douglas
Stevens	116	~	Stone	Stone	Stone	Stone	Duty	Duty	Lunch	Stone	Stone

2. Below is scheduling for the technology integration specialist and librarian.

NAUMAN, V.		Library	Library	Library	Library	Lunch	Library	Library	Lunch	Library	Prep
STRAUCH		Prep	Tech Int	Tech Int	Tech Int	Tech	Tech	Tech	Tech	Tech	Tech

Laurel Middle School employs one full-time librarian, one half-time technology integration specialist, and one half-time library aide. The librarian and technology integration specialist work in conjunction with all teachers to obtain the information literacy/library media standards and technology standards through direct instruction and guided instruction of all students in the building. The library utilizes the aide and student assistants throughout the day to assist with daily library needs including checking books in/out, cataloguing library resources, book repair, and additional duties as needed.

- A syllabus for teachers assistants is included first.

Locomotive Media Station

Student Library/Technology Assistants

Objective:

To work under the guidance and supervision of the library/media specialist, the technology specialist, and the library assistant to provide assistance with a variety of library/media station duties and technology tasks.

Duties:

To complete tasks assigned by the library/media and technology specialists or any tasks assigned to be done on a regular basis.

General duties needing ongoing commitment:

- Work at circulation desk to check items in and out
- Keeping date due stamper current
- Shelving books and magazines—each TA will be responsible for a certain section within library.
- Read the shelves in your assigned area, so that books are neat and in order by call numbers and titles each day.
- Minor repair or mending of books and materials
- Help with special events (i.e. book fairs, Readathons and AR challenges)
- Helping students and staff navigate the online card catalog
- Assist students and staff locating items on the shelves.
- Pick up and sort mail for the Locomotive Media Station
- Deliver items to classrooms or the office

Locomotive Media Station Atmosphere:
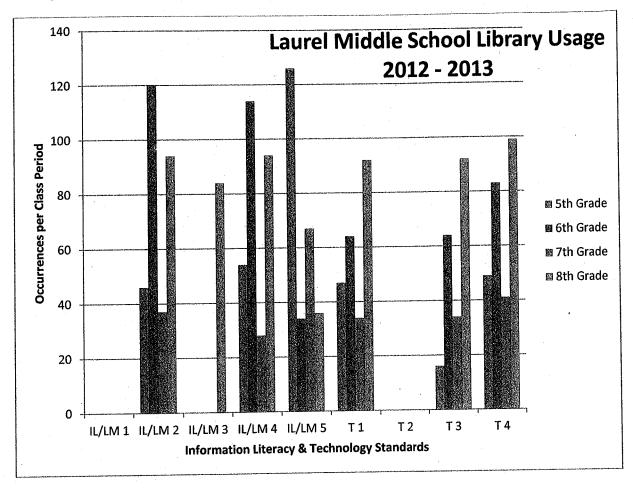
- Help with the creation of book displays for special events/featured books/celebrations
- Read new titles and write reviews/newsletters
- Decorate with seasonal themes
- Basic straightening of the media station (chairs, magazines, computer areas)
- Water plants—(Duty will be assigned on a weekly basis—Water plants every Friday)
- Preparing books for discard

Grading Criteria

Grade	Task Performance	Attitude	On Task Behavior	Problem Solving Skills	Attendance

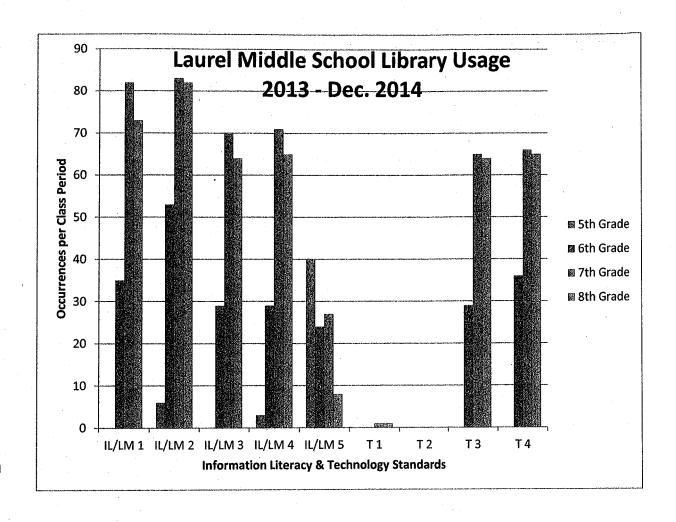|					
A	Performs all tasks well	Has a positive attitude	Is self-directed in staying on task	Capable of critical thinking to solve problems	Rarely absent
B	Performs all tasks well	Has a good attitude	Is self-directed in staying on task	Needs assistance with solving problems	Rarely Absent
C	Performs all tasks adequately	Has a good attitude	Needs occasional reminders to stay on task	Needs assistance with solving problems	Acceptable attendance
D	Performs basic tasks poorly	Has a poor attitude	Needs constant reminders to stay on task	Needs high level of assistance with solving problems	Poor attendance
F	Requires staff's attention so frequently that he/she disrupts the daily operation of the media station				Poor attendance

Supporting Evidence for Item #3

The collaborative team maintains a calendar documenting lab usage and instructional objectives related to usage. Teachers reserve the library using the online calendar.
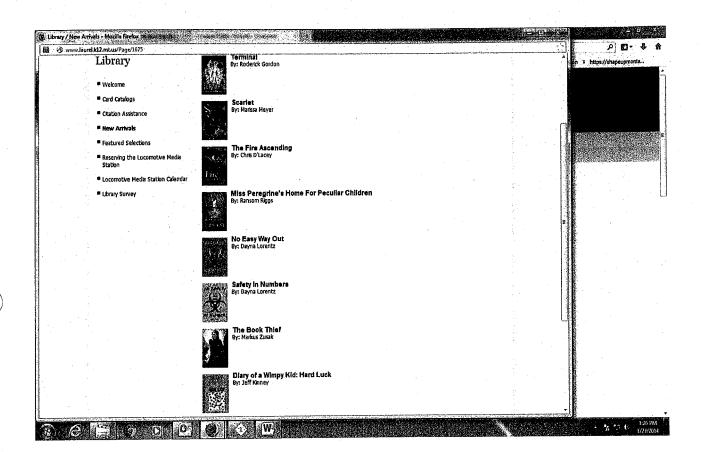

Laurel Middle School Library Usage 2012 - 2013. Bar chart of Occurrences per Class Period vs Information Literacy & Technology Standards (IL/LM 1, IL/LM 2, IL/LM 3, IL/LM 4, IL/LM 5, T 1, T 2, T 3, T 4) for 5th Grade, 6th Grade, 7th Grade, and 8th Grade.

IL/LM 1. Students identify the task and determine the resources needed.
IL/LM 2. Students locate sources, use information, and present findings.
IL/LM 3. Students evaluate their product and learning process.
IL/LM 4. Students use information safely, ethically, and legally.
IL/LM 5. Students pursue personal interests through literature and other creative expressions.
T 1. Students must use digital tools and resources for problem solving and decision making.
T 2. Students must collaborate and communicate globally in a digital environment.
T 3. Students must apply digital tools and skills with creativity and innovation to express themselves, construct knowledge, and develop products and processes.
T 4. Students must possess a functional understanding of technology concepts and operations.

Laurel Middle School Library Usage 2013 - Dec. 2014

Y-axis: Occurrences per Class Period (0 to 90)
X-axis: Information Literacy & Technology Standards

Legend: 5th Grade, 6th Grade, 7th Grade, 8th Grade

Categories: IL/LM 1, IL/LM 2, IL/LM 3, IL/LM 4, IL/LM 5, T 1, T 2, T 3, T 4

IL/LM 1. Students identify the task and determine the resources needed.
IL/LM 2. Students locate sources, use information, and present findings.
IL/LM 3. Students evaluate their product and learning process.
IL/LM 4. Students use information safely, ethically, and legally.
IL/LM 5. Students pursue personal interests through literature and other creative expressions.
T 1. Students must use digital tools and resources for problem solving and decision making.
T 2. Students must collaborate and communicate globally in a digital environment.
T 3. Students must apply digital tools and skills with creativity and innovation to express themselves, construct knowledge, and develop products and processes.
T 4. Students must possess a functional understanding of technology concepts and operations.

Supporting Evidence for Item #4

The library webpage is updated by library staff to accurately reflect current services offered and promote library usage among students and families for both educational assistance and reading appreciation.

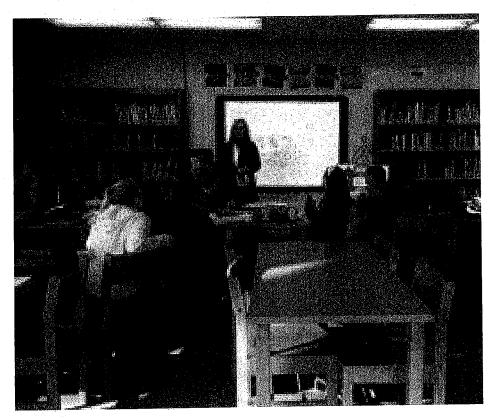This screen shot shows new book arrivals in the library.

Supporting Evidence for Item #5

Research skills will be taught to all students based on the adopted Big6 model for research. This will provide an introduction to information literacy/library media standards 1, 2, 3, and 4. Grade level teachers will schedule this in conjunction with the librarian throughout the school year. The technology integration specialist and librarian guide students through the Big6 process including task definition (LM Standard 1), information seeking strategies, location and access, use of information (LM Standards 2 and 4 and Technology Standard 1 and 3), synthesis, and evaluation (LM Standard 3).

Mrs. Nauman, LMS librarian, can be seen delivering instruction to 6th grade students utilizing the Big6: Biography Research.

Additionally, there is a sample unit that was taught in collaboration with the 6th grade English teacher using the Big 6 Research Model.

The BIG 6™

A BIOGRAPHY RESEARCH PROJECT

Stage 1: Task Definition
(Formulating Questions)

Find out what your task is.

What are you being asked to do?

Ask yourself... What do I need to do? What questions do I have or need to answer? What information problem will I solve? What kind of information do I want to or need to learn? Do my questions let me find out more information? Do I understand what my job is?

Stage 2: Information Seeking
(Planning, Observing)

Think of all the possible sources of information and evaluate what is available to you for this task.

Ask yourself... What are possible sources of information to answer my questions? Where can I find these resources? What can I observe to give me information? Can I read and understand the information?

Stage 3: Location and Access
(Collecting Data)

Use the sources to begin finding the information you need.

Collecting Data-Use the best sources chosen during stage 2 to read and locate information

_ _ skills to know if the information will help answer your questions or solve your information problem.

Ask yourself... Have I found a variety of sources? Do these sources fit for the work I need to do? What are some keywords that will help me find answers in these sources?

Stage 4: Use of Information
(Observing and *Organizing* Your Work)

Read and record information by drawing, writing notes, making charts, tallying, using graphic organizers, etc. Decide if the information is fact or opinion.

Ask yourself... Do I understand what I am reading? Have I found good information? Will it answer my questions?

Take short notes (DOT JOTS) and put Information into your own words.

Ask yourself... Do I have enough information to answer the questions completely? Have I organized my notes so that I can return to information sources easily? Have I cited my sources of information correctly?

Stage 5: Synthesis
(Interpreting and Organizing Data)

Organize or sort your information in a way that is easy to understand. Use tables, descriptions, charts, timelines, graphs, and diagrams to organize your information. Think about your information. What does it tell you? Are there patterns or relationships that you see in your information? Plan your presentation.

Ask yourself... What have I learned from my _ _ ormation? What can I tell others about what I have learned? What is the best way to share this information with others?

Stage 6: Evaluation
(Presenting and Reflecting)

Ask yourself... Does my work clearly show what I have learned? Is my presentation complete? Does it explain my research well? Are there things I have done well or that I could do better? What difficulties did I have? What will I do differently next time? How will I know that I have done a good job? How can I use this process to answer information problems in the future?

BIG 6 BIOGRAPHY RESEARCH

The following forms support what is called "The Big 6" process and refers to the six steps we will use to solve the "information problem".

Step 1: Task Definition:
Define the information problem (What am I supposed to do?)

Your task is to research a famous person in history and report your findings.

The main question you need to answer is: How did _____ make a difference in our world?

To answer this question, you will have to become an expert on the life of your famous person in history. Your assignment will be to write a report on a famous person in history. Your final paper will include: 1) a title page, 2) an introductory paragraph, body paragraph(s), and a conclusion 3) a works cited page. (You will find grading rubrics at the end of this packet.)

Questions I need to answer:
- When and where was this person born and raised?
- Where was this person educated?
- What was this person's main accomplishment(s)?
- List 5 events in sequence that were important in this person's life.

Choose 2 of the following questions to answer or construct 2 original questions:
- o What were this person's special talents or skills?
- o What were some quotations or things that the person is known to have said or did?
- o What major obstacle did this person have to overcome?
- o What were some childhood events that influenced this person?
- o
- o

Step 2: Information Seeking Strategies:
(What resources do I need in order to complete my research?)

You will need to use the following resource:
- 2 Non-Fiction books
- Web site

Choose 1 additional resource from the following resources:
- o Encyclopedia
- o Additional Non-Fiction book
- o Additional Web site

Step 3: Locate and Access Information:
Where will I find these sources?

- o School Library
- o Public Library
- o Provided by my Teachers
- o Internet

List the 3 resources you will be using for your research...
(You will be using MLA format.)

(BOOK)
Title of the Resource: _____

Author _____

Editor or Compiler _____

Illustrator, Photographer _____

Publisher _____

Place of Publication _____

Date of Copyright _____

(BOOK)
Title of the Resource: _____

Author _____

Editor or Compiler _____

Illustrator, Photographer _____

Publisher _____

Place of Publication _____

Date of Copyright _____

(WEBSITE)
Author(s) / Editor _____

Title of Work _____

Title of Overall Website _____

Date Posted / Published _____

Date Accessed _____

URL _____

(WEBSITE)

Author(s) / Editor _____

Title of Work _____

Title of Overall Website _____

Date Posted / Published _____

Date Accessed _____

URL _____

Step 4: Use of Information:
How will I record the information that I find?

Choose 1 of the following ways to record information that is found:
- Take notes using Note Cards
- Take 2-Column Notes
- Take notes using a graphic organizer

❖ Carefully read for important information that will answer your questions.

❖ Take notes, making sure to:
- use your own words,
- write down facts, keywords, main ideas, phrases
- only write down what is important for your topic
- do not copy whole sentences

❖ Make sure to record each resource on the Works Cited worksheet!

Step 5: Synthesis:
How will I show my results?

Your research will be reported through a written essay. Please see the checklist/rubric below to identify the essay guidelines/requirements.

Step 6: Evaluation:
How will I know if I have done my best?

Now is the time to judge your completed essay before you turn it in. Ask and answer the following questions:

1. I had a clear understanding of my task before I began to work on my report or project.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
2. I used the best resources available.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
3. The information I gathered was the information I needed.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
4. I took good notes.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
5. I organized my notes in a way that made sense.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
6. I cited my sources correctly.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
7. My finished assignment matches what I was supposed to do.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
8. I used my time efficiently.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
9. I am proud of my work.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
10. My work is ready to be graded by the rubric guidelines.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

Consider…
- ❖ Have I completed the requirements of the assignment?
- ❖ Have I done my best work?

BIOGRAPHY REPORT RUBRIC

CRITERIA	4	3	2	1	
Ideas/Content	The topic and main ideas are clearly expressed, specific, and well-supported with rich, relevant details. It is written in the writer's own words or quoted. In-text citations are used.	The topic and main ideas are clear, specific and written in the writer's own words or cited, but not well- supported with details.	The topic, main ideas, and details are somewhat clear, but too general. Needs to be more specific. A few sentences may be copied.	The topic and main ideas are not clear. Details are missing or not relevant. Plagiarism may be evident.	
Organization	An introduction and thesis hooks the reader. Each paragraph of the body explains one main idea in logical sequence. Transitions effectively tie details together. A conclusion wraps it up.	The introduction is complete but not be inviting. The body structure and relationships between ideas may lack logical order in some places.	The introduction, body, and conclusion are somewhat organized but weak. One may be missing.	There is no clear attempt at an effective organization.	
Voice	The voice is informal but appropriate and the purpose is very clear. The writer's sincerity, connection with the topic, and personal feelings come through exceptionally well. The reader feels a strong sense of communication with the audience.	The writer seems to care about the topic and there is some evidence of attention to audience, but the reader may not get a consistent sense of enthusiasm. It may be too formal or too casual. Purpose is somewhat clear.	The writing may convey only a weak sense of coming from the heart. The reader may get a luke-warm feeling of excitement. An awareness of audience may be missing.	The writer's personality is not evident. The reader cannot sense any honest connection to the audience. The writer doesn't seem sincere or enthusiastic.	

BIOGRAPHY REPORT RUBRIC

Word Choice	Specific words and phrases communicate the message in a fresh, interesting, and natural way that is appropriate for the audience and purpose. Adjectives are vivid and powerful verbs give the writing energy. Slang or clichés are effective if used. Common, boring words are avoided, but the vocabulary is not overdone and is used correctly.	An attempt is made to use strong, descriptive nouns, adjectives, and verbs, but there are several instances of uninteresting word choices. Some words may be inaccurate or overdone.	The language is not interesting, specific nor vivid, but overall it does communicate the message. It may sound awkward or words may be used inaccurately.	There is no attempt to carefully select descriptive language or the message is difficult for the reader to picture in the mind. Clichés, slang, and ordinary words are overused.	
Fluency	Each sentence flows effortlessly into the next. Transitions work well. Sentence beginnings are not repetitive. Variation in sentence length adds interest to the text and sentence structures (simple, compound, complex) are used correctly.	The rhythm lacks grace and maybe choppy in places. Sentences make sense, but a few are not skillful and detract from a completely easy, effective flow.	The rhythm lacks grace and overall is choppy. Sentences generally make sense but are not skillfully crafted. There is some variety in sentence length and structure, but more is needed.	Sentences are simple rather than compound or complex and there are many fragments or awkward sentences. There is no variety in sentence beginnings. Sentences do not connect well and hinder understanding. There is no flow in the writing.	
Conventions	Skillful and/ or creative use of a wide range of conventions. Few, if any errors in spelling, capitalization, punctuation, and paragraph breaks. Typed, neat appearance. No errors in MLA format and all requirements are followed.	Control of standard conventions although a wide range is not used. A few errors that do not affect readability. Typed but there may be a few errors in report format or requirements.	Limited control of standard conventions with many significant errors, although general readability is not severely impacted. Handwritten in ink, somewhat illegible or many errors in report format. Several requirements are not followed.	Frequent and severe mistakes in conventions make the report difficult to read and understand. Written in pencil, messy, or illegible. Many requirements are not followed.	

Biography Project Evaluation

_____ (10 points) Handed in on time (February 14, 2014)

_____ (10 points) Title page follows the required format

_____ (10 points) Meets the required length and number of paragraphs

_____ (5 points) MLA format with indented paragraphs and correct page headers

_____ (5 points) Double-spaced, neat appearance

_____ (10 points) Works cited page is correct MLA format

Completed:

_____ (10 points) research notes

_____ (10 points) pre-writing organizer

_____ (10 points) rough draft

_____ (10 points) revision checklist

_____ (10 points) research notes
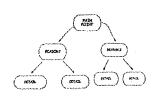
Total Points: _____ / 100

Biography Research Essay Requirements

The BIG 6™

- Using the method of note-taking you selected on Step 4 of your Big6 plan, (note cards, 2-column notes, or graphic organizer) record information that will answer your selected research questions as you identified in Step 1 of your Big6 plan.

- UsingMLA format to cite your sources, make sure you identify the 1) Title 2) Author 3) Editor or Compiler 4) Illustrator or Photographer 5) Place of Publication 6) Date of Copyright. You should have this information recorded on Step 3 of your Big6 plan as well.

- Briefly summarize your notes using the "Pre-Writing Graphic Organizer" in your own words. This will help you avoid plagiarism when you write the draft.

- Use your research notes and the Pre-Writing Graphic Organizer to help you draft your report on lined note-book paper.

  o MAKE SURE TO DOUBLE SPACE YOUR DRAFT FOR REVING LATER!!!!!!!

- Your essay should be organized in the following format:

  o Introduction:
    - Paragraph 1: Lead/Thesis

  o Body:
    - Paragraph 2 – Early Life, Education
    - Paragraph 3 – 5 main important events
    - Paragraph 4 – Main accomplishment(s)
    - Paragraph 5 – Additional information

  o Conclusion:
    - Paragraph 6 – Concluding statements

PHASE 5-Revising/Editing: 6-Trait Revising Checklist

Due: _Friday, February 7, 2014

- Revise and edit your essay using the 6-Trait Revision and Editing Checklists.

- You will publish your final essay following the requirements below.

1. Minimum of 6 Paragraphs (introduction-1, body-4, conclusion-1)
2. Typed
3. Size 12 Times New Roman
4. Double-Spaced
5. One space after periods and punctuation marks
6. Indent the first line of paragraphs
7. In the upper right corner of each page, insert a header with your last name and the page number. For example: Olivas 1
8. Works Cited Page (MLA, Alphabetized)
9. Title Page: Title, Name, Subject, Period, Teacher, Date Due, Image/Visual

The Father of His Country: George Washington

Byron Blake
English 600, Period 3
Mrs. Olivas
February 14th, 2014

Supporting Evidence for Item #6

The technology integration specialist and librarian are available to collaborate with teachers to conduct research projects.

A sample of the type of collaborative work that takes place between the technology integration specialist, librarian, and teachers is included.

Helpful Hints for Using Microsoft PowerPoint 2007

Adding a New Slide

In the Slide View, click on the slide that will come just before the new slide you want.
Go to Home tab on the ribbon—New Slide (or Control + M). Your new slide will insert directly below the slide you clicked on.

Duplicating Slides

Click on the slide you want to duplicate.
Go to Home tab on ribbon—click the drop-down arrow next to New Slide. Choose Duplicate Selected Slides (or use Control + D on keyboard)

Inserting Text Boxes

Go to Insert tab on ribbon—Text Box.
Move your cursor to the location that you want your text box and then click and hold the mouse down. Drag the cursor down and to the right to create the text box. Release (or let up) on the mouse. Type your text. Click

Changing Font, Style, Size, and Color

Highlight the font you want to change.
Go to Home tab on ribbon—Font. Use the text options to make changes. If you want additional changes, click on the drop-down arrow next to Font and select the changes. Click OK.

Formatting Slide Design

Go to Home tab on ribbon—Slides. Click on the drop-down arrow next to Layout to choose a different slide design. The one you click on will be shown on the slide you have selected.

Formatting Text Boxes

Select the text box by clicking on it one time. Hold your cursor over the top line of the text box and right click on it. Go to Format Shape. Select Line Color to make changes to the line around the box. Select Line Style to make changes to the type of line(s) you want around the text box. When finished making changes, click Close.

Insert a Picture that You Already Saved

Go to Insert tab on ribbon—Picture.
Browse to the location of your saved picture. Select the picture you want by clicking on it. Click on Insert button. Your picture will appear on your slide. You may need to move it to the location you want on your slide.

Insert Clip Art that You Will Search For

Go to Insert tab on ribbon—Clip Art.
Type the name of the item you are searching for in the Search for line and then click Go. Preview what is found and then click on the one you want. It will paste into your slide. You will probably have to re-size it. (Click and hold on the lower right-hand corner selection button and drag the make the picture larger or smaller. Using this selection button will preserve the pictures ratio which means it will look normal no matter what size it is.)

Inserting WordArt

Go to Insert tab on ribbon. Click on the drop-down arrow by WordArt. Click on the selection you want. Type the words you want to display, and then click OK.

Inserting Auto Shapes and Adding Text

Go to Insert tab on ribbon. Click on the drop-down arrow by Shapes. Click on the selection you want. Move your cursor to the location that you want your Auto Shape and then click and hold the mouse down. Drag the cursor down and to the right until the Auto Shape is the size you want. Release (or let up) on the mouse.
If you want to add text to your Auto Shape, put your cursor over the Auto Shape and right click. Go to Edit Text. Begin typing your text. Click off the Auto Shape when you finish.

Adding Animations

Go to Animation tab on ribbon—Custom Animation.
Click on the item you want to animate. Click on the drop-down arrow by Animate and choose Fade, Wipe, Fly In, or Custom Animation. If Custom Animation is selected, click on Add Effect button in the task pane and then choose either Entrance, Emphasis, or Exit. Select More Effects to see all the options. As long as the checkmark is in the box before "Preview Effect," you can click on one to see what it looks like. Make your selection and then click OK. If you want to change the timing of the effect or when it starts, continue using the custom animation task pane to make your selections.

Slide Transitions

Go to Animations on the ribbon—Transition to This Slide. Click on the selection you want to preview the transition. You can select a Transition Sound or Transition Speed if you desire. You also have the option to Apply to All if you want all slides to transition using the same option.
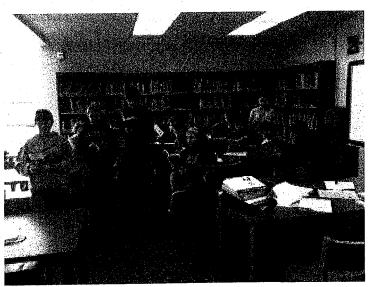
Supporting Evidence for Item #7

The technology integration specialist and librarian collaborate with teachers on a regular basis to train students, assist with research projects, pull supporting material to assist with lessons, and provide information related to library resources (LM Standard 2 and T Standard 1).

Collaboration with teachers—Print material pulled from shelves to help enhance curriculum.

Biography Unit for 6th grade:

The technology integration specialist imports Lexile scores pulled from MAP assessment data into the Alexandria library system. All students complete the MAP assessment to obtain their reading Lexile. Lexiles are used by teachers and students to guide student selections for required and leisure reading (LM Standard 5).

Lexile Levels entered in the subject area of Record. This allows for students to locate reading level books using specific keyword such as Lexile 700.

File Edit Show Links Tools Window Help

Sorted By: Custom
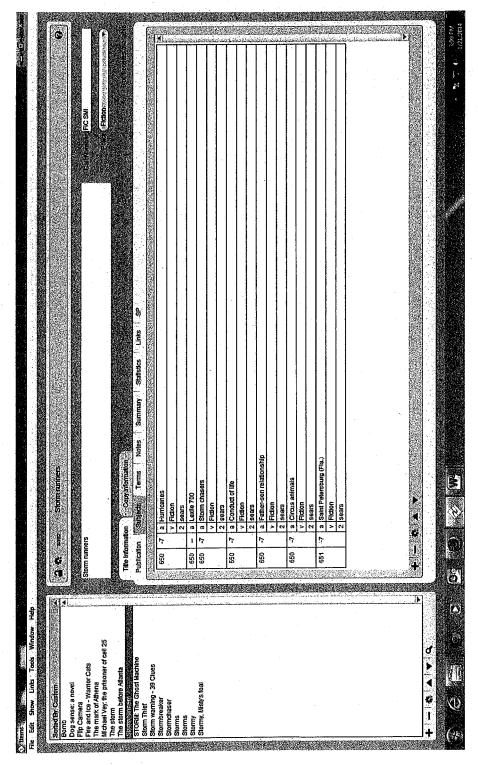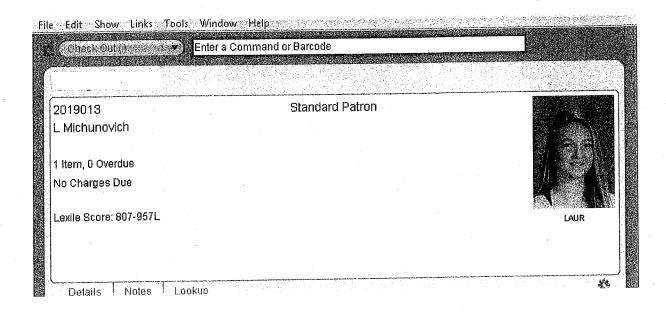Bomb
Dog sense: a novel
Flip Camera
Fire and Ice - Warrior Cats
The mark of Athena
Michael Vey: the prisoner of cell 25
The storm
The storm before Atlanta
STORM: The Ghost Machine
Storm Thief
Storm warning - 39 Clues
Stormbreaker
Stormchaser
Storms
Storms
Stormy
Stormy, Misty's foal

Storm runners

Title Information | Copy Information |
Publication | Subjects | Terms | Notes | Summary | Statistics | Links | SP

650	-7	a	Hurricanes
		v	Fiction
		2	sears
650	—	a	Lexile 700
650	-7	a	Storm chasers
		v	Fiction
		2	sears
550	-7	a	Conduct of life
		v	Fiction
		2	sears
650	-7	a	Father-son relationship
		v	Fiction
		2	sears
650	-7	a	Circus animals
		v	Fiction
		2	sears
651	-7	a	Saint Petersburg (Fla.)
		v	Fiction
		2	sears

Call Number: FIC Smi.
Fiction

This screen shot demonstrates what a student can see while completing self-checkout.

File   Edit   Show   Links   Tools   Window   Help

Check Out (1)   Enter a Command or Barcode

2019013   Standard Patron
L Michunovich

1 Item, 0 Overdue
No Charges Due

Lexile Score: 807-957L   LAUR
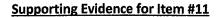
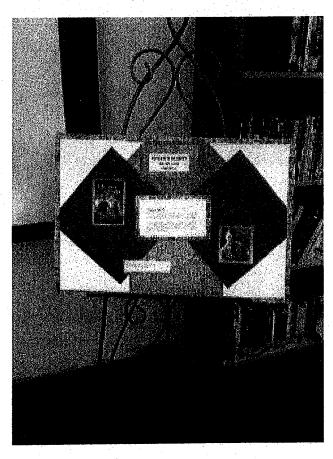Details   Notes   Lookup

Supporting Evidence for Item #10

Alexandria is loaded onto an additional computer to increase the availability of self-checkout for students. This allows students more access to the library (LM Standard 5 and T Standard 4).

Supporting Evidence for Item #11

A bulletin board is posted in the library with a featured book updated on a bi-weekly basis by the technology integration specialist and librarian. Featured books are of different genres. This is intended to draw students into the library and promote reading appreciation (LM Standard 5 and T Standard 2 and 3).

The Featured Book Selection bulletin board is posted in the library. The current feature is Hitler's Secret.

Supporting Evidence for Item #13

The annual book fair will continue to be held by the librarian in the fall and spring to promote reading among families (LM Standard 5).

The following item is a bill of lading from the book fair.

STRAIGHT BILL OF LADING - SHORT FORM - Original - Not Negotiable

RECEIVED, subject to the classifications and tariffs in effect on the date of issue of this Original Bill of Lading.

BOL #: 1027
Date: 08/09/2013
Page: 1 of 1

CCX   **Carrier** SCAC: Carrier #:

the property described below, in apparent good order, except as noted (contents and condition of contents of packages unknown), marked, consigned, and destined as indicated below, which said carrier (the word carrier being understood throughout this contract as meaning any person or corporation in possession of the property under the contract) agrees to carry to its usual place of delivery as said destination, if on its route, otherwise to deliver to another carrier on the route to said destination. It is mutually agreed, as to each carrier of all or any of said property over all or any portion of said route to destination, and as to each party at any time interested in any of said property, that every service to be performed hereunder shall be subject to all the terms and conditions of the Uniform Domestic Straight Bill of Lading set forth (1) in the Uniform Freight Classification on the date hereof, if this is a rail, or a rail-water shipment, or (2) in the applicable motor carrier classification or tariff if this is a motor carrier shipment. Shipper hereby certifies that he is familiar with all the terms and conditions of said bill of lading, including those on the attachment thereof, set forth in the classification or tariff which governs the transportation of this shipment, and the said terms and conditions are hereby agreed by the shipper and accepted for himself and his assigns.

SHIPPER (FROM)

Driver's signature acknowledges receipt of freight only. Received shipment is subject to terms of a written contract, if any, otherwise subject to the terms, conditions and limitations of liability set forth in tariff CNWY 199. (see www.con-way.com/freight)

359-971522   Con-way

CONSIGNEE (SHIP TO)

SCHOLASTIC BOOK FAIRS
6336 ALGOA RD
DOCK 220
JEFFERSON CITY, MO. 65101
ERIC HART   573-632-1457

CUST. ORDER #:   **OUR ORDER #:**   **DEPT.:**

ROUTE:

Special Instructions:
DRIVER: CHECK IN AT DOOR 22

Third Party Billing Information		
SCHOLASTIC BOOK FAIRS	C/O TECHNICAL TRAFFIC CONS CO	
30 HEMLOCK DR	CONGERS, NY. 10920-1409	

Remit C.O.D. (if different than shipper above)

Freight charges are:
3RD PARTY

C.O.D. _____ AMOUNT
C.O.D. FEE _____
Prepaid ☐   Collect ☐

Subject to Section 7 of conditions of applicable bill of lading, if this shipment is to be delivered to the consignee without recourse on the consignor, the consignor shall sign the following statement:

The carrier shall not make delivery of this shipment without payment of freight and all other lawful charges.

_____
(Signature of Consignor)

UM	HM (X)	DESCRIPTION OF ARTICLES, KIND OF PACKAGE, SPECIAL MARKS AND EXCEPTIONS	WEIGHT	CLASS	NMFC	SUB
		(750963) Books		50		

0   LBS

MARK "X" IN THE HM COLUMN TO DESIGNATE HAZARDOUS MATERIALS AS DEFINED IN DOT REGULATIONS

*If the shipment moves between two ports by a carrier by water, the law requires that the bill of lading shall state whether it is "carrier's or shipper's weight."
NOTE - Where the rate is dependent on value, shippers are required to state specifically in writing the agreed or declared value of the property.
The agreed or declared value of the property is hereby stated by the shipper to be not exceeding

PER _____

+ "The fibre boxes used for this shipment conform to the specifications set forth in the box maker's certificate thereon, and all other requirements of Uniform Freight Classifications."

+ Shipper's imprint in lieu of stamp; not a part of bill of lading approved by the Interstate Commerce Commission.

This is to certify that the above-named materials are properly classified, described, packaged, marked and labeled, and are in proper condition for transportation according to the applicable regulations of the Department of Transportation.

Per _____

SHIPPER: ERIC HART

Trailer Number: _____
Seal Number: _____
U.S. DOT Hazmat Reg. Number: _____

EMERGENCY RESPONSE NUMBER:
CONTACT:
PLACARDS REQUIRED   **SUPPLIED BY DRIVER**

Received by: *SCHOLASTIC BOOK FAIRS*

Carrier/Driver: CCX

Receiving & Carrier Signatures

Star Bill of Lading Software - www.starbol.com

Career study will be implemented in a variety of ways including the LMS news and using internet resources. The Montana Career Information System is delivered to all students in grades 6, 7, and 8 (LM Standard 5, Career and Vocational Technology Education Standard 1, Workplace Competencies Standard 6.)

Library Meeting
December 16, 2013

Attendees: Denise Boettcher, Wendy Strauch, Jacee Krueger, and Val Nauman

- Career Study Unit
  - Jacee talked to Scott Montgomery and it is a go—will start after the holidays.

    - A variety of presentation styles will be completed:
      - Ideas are to have Jacee work with LMS News to present different careers.
      - Community involvement to spotlight careers. Jacee to set up interviews.
      - Will use the support of the two interns working with Jacee as they need to present a variety of curricular activities.

- Library Survey discussed:
  - Current check-out: positive reaction to the self-checkout. Only concern is confidentiality on the screen. *Wendy and Val already set up the system for patrons to clear window before they leave; which leaves no personal data.
  - Info-Trac: Many don't use it and some don't know what it is—we are going to create a word document that explains purpose and how to use it effectively.
  - Library-Online Form: easy to access and put info on website
    - Only concern as librarian, staff not looking at calendar to make sure media center being utilized before sending students down.
  - Purpose of Library: Slip was designed for teachers to sign allowing students to come to library—documentation being taking of usage.
  - Book Selection: Staff felt curricular needs being met for the most part:
    - Egyptian and Greek resource materials ordered for 6th Social Studies. These are now on shelves to be utilized.
    - Getting ready to order Wood Working and Farm Animal curricular material.
    - 8th Science would like to see resource materials ordered for Elements and Alternative Energy Resources. Val to look at current selection and then order curricular needs for 8th science.

- Next meeting: January 27, 2013 @ 3:30

#12

Supporting Evidence for Item #16

Technology instruction is delivered in Computer Science courses at the basic, intermediate, and advanced level to address all Technology Standards. Technology instruction is delivered to all students at the 5th grade level. Basic Computer Science is a required course delivered to all 6th grade students. Intermediate and Advanced courses are offered as electives in 7th and 8th grade.

Below are the course offerings in Computer Science. All 5th graders receive a technology overview during a nine week elective rotation. 6th grade students are required to take a Beginning Computer Science course. In 7th and 8th grade, Intermediate and Advance Computer Science are elective courses.

| MONTGOMERY | 221 | 6 | INT CS | BEG CS | BEG CS | IC | Prep | Lunch | Tech 5 | BEG CS | ADV CS |

The district curriculum director facilitates K-12 meetings with librarians and technology integration specialists twice per year to review data and align curriculum.

Early Out Vertical Department Meeting   **December 18, 2013**

Purpose: **To provide a forum for teachers within a specific content area to meet and to discuss issues related to curriculum instruction, assessment, and professional development.**

Facilitator: Lori Hodges   Recorder: Valerie Nauman

Attendees: Lori Hodges, Pam Kane, Martha Townsend, and Val Nauman

1. Alignment to Montana Content Standards.
   - 1-2: Work in Progress
   - K, and 3-4: Work in Progress
   - 5-8: Big Six being taught--Maintaining the Alternative Standards—Content Area books being ordered per request of teachers.
   - High School—Working with Alternative Standard and helping with Teacher request of curriculum needs.

2. Anticipated resources/materials for next school year:
   - Funds need to be available. (Purchasing books, repairing items, etc.)
   - Technology: to support what we have currently. Need more info-structure.
   - Repairing of materials—not only library, but budget being used for textbook repair—this needs to be discussed, as high school is sending many books for Lori to fix.

3. Revisions to existing curriculum/courses that need to be addressed.
   - Not at this time.
   - Alternative standards are up this year.

4. Courses that need to be added or eliminated.
   - This is not taught by librarian but is a need—keyboarding for younger grades. However, will need the technology to support it.

5. Other items that need to be addressed or brought to my attention.
   - Public Library Link: Do we need to put on every library page or on the district page—Lori currently has it on the HS library page.
     - This will allow staff and students to broaden their resources.
     - Students able to access Homework MT to help prepare for ACT, SAT, and homework questions.

(Recorder takes notes and emails them to the Building Administrator and Curriculum Director)